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ABSTRACT

A previous study that demonstrates that fifth grade non-mobile pupils have higher reading achievement and read at or above grade norm level than comparable fifth grade mobile pupils (regardless of their ethnicity and socioeconomic status) forms the basis for this report. Here, the focus is to follow-up the non-mobile and mobile groups of the previous study who, through the procedure of national organizational change, either remain in their elementary schools (non-mobile), or are sent to an intermediate school for the sixth grade (mobile). Reading achievement scores are analyzed for four groups of pupils: non-mobile remaining in their school, non-mobile attending intermediate school, mobile remaining in their school, and mobile attending intermediate school. This is to compare reading progress between groups in terms of national norms. Data is presented for five Title I and five non-Title I districts and indicates that sixth grade pupils - both mobile and non mobile-who remain in their elementary schools are superior in reading achievement when compared with their sixth grade counterparts who attend the intermediate schools. Also reported is that, within the Title I districts, a higher percentage of sixth grade pupils-both mobile and non-mobile-who remain in their elementary schools, are reading at or above grade norm when compared with those who attend the intermediate school. (Author/AM)

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THE EFFECT OF THE INTERMEDIATE SCHOOL PROGRAM ON THE READING ACHIEVEMENT OF SIXTH GRADE PUPILS

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THE EFFECT OF THE INTERMEDIATE SCHOOL PROGRAM ON THE READING ACHIEVEMENT OF SIXTH GRADE PUPILS

INTRODUCTION: In a previous study presented by the author, entitled the "Effect of School Environment on Reading Achievement of Fifth Grade Pupils", the following findings were ascertained....."There is higher reading achievement demonstrated by fifth grade non-mobile pupils over fifth grade mobile pupils..... A higher percentage of fifth grade non-mobile pupils were reading at or above grade norm than fifth grade mobile pupils".... These findings are applicable regardless of ethnicity and socio-econimic background of pupils. This report is a continuation of that study, which included 10 Community School districts -5 "Title I and 5" non-Title I" districts. The Non-Mobile and Mobile groups through the procedure of natural organizational change became two groups respectively, those who remain in their elementary school and those who were sent to an intermediate school for their sixth grade schooling.

PURPOSE: In accord with the preference for the longitudinal approach, a study of pupils reading achievement in intermediate schools was undertaken utilizing the test data of April 1974. Previous reports have studied reading achievement of pupils generally below the sixth grade. However in this report the focus was the follow-up of pupil groups from the fifth through the sixth grade within the Title I" and "Non-Title I" Districts.

In all, there were four pupil groups; 1) The Non-Mobile group remaining in the elementary school for the sixth grade; 2) The Non-mobile group attending the Intermediate school in the sixth grade; 3) The Mobile group remaining in the elementary school for the sixth grade; 4) The Mobile group attending the Intermediate school in the sixth grade. The study attempted to answer the following questions:

1. In terms of national norms how does the reading progress of sixth grade non-mobile pupils remaining in the elementary schools compare with that of sixth grade non-mobile pupils attending imtermediate schools.

2. In terms of national norms how does the reading progress of sixth grade mobile pupils remaining in the elementary schools compare with that of sixth grade mobile pupils attending intermediate schools.

3. In terms of national norms how does the reading progress of sixth grade non-mobile pupils attending intermediate schools compare with that of sixth grade mobile pupils remaining in the elementary schools.

4. Are there changes in the "percentage of pupils reading at or above grade norm" between the identified groups?

READING PROGRESS OF MOBILE PUPILS IN ELEMENTARY AND INTERMEDIATE SCHOOLS (SEE APPENDIX)

Title I Districts

At initial test time (5th Grade) the elementary mobile group was reading 1.3 school years (-1.3) below grade norm (5.7), whereas the IS mobile group was reading one school year (-1.0) below grade norm (5.7), a difference of three school months (.3) in favor of the IS mobile group.

At final test time (6th grade) the elementary mobile group was reading 1.5 school years (1.5) below grade norm(6.7), whereas the IS mobile group was reading 1.8 school years (-1.8) below grade norm (6.7), a difference of three school months (.3 of a school year) in favor of the elementary mobile group. Thus, the IS mobile group showed a net loss of eight school month (.8 of a school year) in reading achievement, with the elementary mobile group showing a net loss of two school months (.2 of a school year) in reading achievement.

Non-Title I Districts

At initial test time (5th grade) the elementary mobile group was reading four school months (-.4) below grade norm (5.7), whereas the IS group was reading three school (-.3) months below grade norm (5.7), a difference of one school month (.1) in favor of the IS mobile group.

At final test time (6th grade) the elementary mobile group was reading six school months (-.6) below grade norm (6.7), whereas the IS mobile group was reading nine school months (-.9) below grade norm (6.7), a difference of three school months (.3 of a school year) in favor of the elementary mobile group. Thus, the IS mobile group showed a loss of six school months (.6 of a school year in reading achievement with the elementary mobile group showing a net loss of two school months (.2 of a school year) in reading achievement.

READING PROGRESS OF NON-MOBILE PUPILS IN INTERMEDIATE SCHOOLS AND MOBILE PUPILS IN ELEMENTARY SCHOOLS

Title I Districts

At initial test time (fifth grade) the IS non-mobile group was reading five school months (-.5) below grade norm (5.7), whereas the elementary mobile group was reading 1.3 school years (-1.3) below grade norm, a difference of eight school months (.8) in favor of the IS non-mobile group.

At final test time (sixth grade) the IS non-mobile group was reading 1.3 school years (-1.3) below grade norm (6.7), whereas the elementary mobile group was reading 1.5 school years (-1.5) below grade norm (6.7), a difference of two school months (.2 of a school year) in favor of the IS non-mobile group. Thus the IS non-mobile group showed a net loss of eight school months (.8 of a school year) in reading achievement whereas the elementary mobile group, by remaining in the elementary school-showed a net loss of only two school months (.2 of a school year) in reading achievement.

Non-Title I Districts

At initial test time (5th grade) the IS non-mobile group was reading seven school months (+.7) above grade norm (5.7), whereas the elementary mobile group was reading four school months (-.4) below grade norm (5.7), a difference of 1.1 school years in favor of the IS non-mobile group.

At final test time (6th grade) the IS non-mobile group was reading one school month (+.1) above grade norm (6.7), whereas the elementary mobile group was reading six school months (-.6) below grade norm (6.7), a difference of seven school months (.7 of a school year) in favor of the IS non-mobile group. Thus the IS non-mobile group showed a net loss of six school months (.6 of a school year) in reading achievement, whereas the elementary mobile group by remaining in the elementary school showed a net loss of only two school months (.2 of a school year) in reading achievement.

PERCENTAGE CHANGE IN NON-MOBILE PUPILS IN ELEMENTARY AND INTERMEDIATE SCHOOLS READING AT OR ABOVE GRADE NORM

Title I Districts

At initial test time (5th grade) 31.7% of the elementary non-mobile group, as compared with 35.3% of the IS non-mobile group was reading at or above grade norm (5.7) a difference of 3.6% in favor of the IS non-mobile group.

At final test time (6th grade) 33.2% of the elementary non-mobile group, as compared with 24.2% of the IS non-mobile groups was reading at or above grade norm (6.7) a difference of 9.0% in favor of the elementary non-mobile group. Thus the elementary non-mobile group showed a percentage gain of 1.5% whereas the IS non-mobile group showed a percentage loss of 11.1%

Non-Title I Districts

At initial test time (5th grade) 60.9% of the elementary non-mobile group, as compared with 65.7% of the IS non-mobile group was reading at or above grade norm (5.7), a difference of 4.8% in favor of the IS non-mobile group.

At final test time (6th grade) 57.0% of the elementary non-mobile group, as compared with 57.4% of the IS non-mobile group was reading at or above grade norm (6.7). A difference of 0.4% in favor of the IS non-mobile group. Thus the elementary non-mobile group showed a percentage loss of 3.9%, whereas the IS non-mobile group showed a percentage loss of 8.3%.

PERCENTAGE CHANGE IN MOBILE PUPILS IN ELEMENTARY AND INTERMEDIATE SCHOOL READING AT OR ABOVE GRADE NORM

Title I Districts

At initial test time (5th grade) 15.8% of the elementary mobile group as compared with 21.5% of the IS mobile group was reading at or above grade norm (5.7). A difference of 5.7% in favor of the IS mobile group.

At final test time (6th grade) 18.7% of the elementary mobile group, as compared with 14.4% of the IS mobile group was reading at or above grade norm (6.7). A difference of 4.3% in favor of the elementary mobile group. Thus the elementary mobile group showed a percentage gain of 2.9%, whereas the IS mobile group showed a percentage loss of 7.1%.

Non-Title I Districts

At initial test time (5th grade) 40.0% of the elementary mobile group as compared with 44.0% of the IS mobile group was reading at or above grade norm (5.7). A difference of 4.0% in favor of the IS mobile group.

At final test time (6th grade) 37.9% of the elementary mobile group as compared with 40.3% of the IS mobile group was reading at or above grade norm (6.7). A difference of 2.4% in favor of the IS mobile group. Thus the elementary mobile group showed a percentage loss of 2.1%, whereas the IS mobile group showed a percentage loss of 3.7%.

PERCENTAGE CHANGE BETWEEN NON-MOBILE PUPILS IN INTERMEDIATE SCHOOLS AND MOBILE PUPILS IN ELEMENTARY SCHOOLS READING AT OR ABOVE GRADE NORM.

Title I Districts

At initial test time (5th grade) 35.3% of the IS non-mobile group as compared with 15.8% of the elementary mobile group was reading at or above grade norm (5.7). A difference of 19.5% of the IS non-mobile group.

At final test time (6th grade) 24.2% of the IS non-mobile group as compared with 18.7% of the elementary mobile group was reading at or above grade norm (6.7). A difference of 5.5% in favor of the IS non-mobile group. Thus the IS non-mobile group showed a percentage loss of 11.1%, whereas the elementary mobile group showed a percentage gain of 2.9%.

Non-Title I Districts

At initial test time (5th grade) 65.7% of the IS non-mobile group as compared with 40.0% of the elementary mobile group was reading at or above grade norm (5.7). A difference of 25.7% in favor of the IS non-mobile group.

At final test time (6th grade) 57.4% of the IS non-mobile group as compared with 37.9% of the elementary mobile group was reading at or above grade norm (6.7). A difference of 19.5% in favor of the IS non-mobile group. Thus the IS non-mobile group showed a percentage loss of 8.3%, whereas the elementary mobile group showed a percentage loss of 2.1%.

SUMMARY

As a result of the normative approach it was revealed that sixth grade pupils-mobile and non-mobile-who remained in their elementary schools were superior in reading achievement when compared with their sixth grade counterparts who attended intermediate schools.

Within the Title I districts, the elementary non-mobile and mobile sixth grade pupils showed no net loss and a net loss of two school months in reading achievement over the period of study. On the other hand, the IS non-mobile and mobile sixth grade pupils, showed a net loss of eight months in reading achievement over the period of study.

Within the non-Title I districts, the elementary non-mobile and mobile sixth grade pupils showed a net loss of one and two school months in reading achievemnet over the period of study. On the other hand the IS non-mobile and mobile sixth grade pupils, showed a loss of six school months in reading achievement over the period of study.

It should be pointed out, that although the sixth grade IS non-mobile pupils were superior at the fifth grade in reading achievement when compared with the elementary mobile pupils, this superiority was reduced over the period of study. Namely, for the Title I districts there was reduction in the mean grade difference from eight to two school months, in favor of the IS non-mobile group. For the non-Title I districts there was a reduction in the mean grade difference from 1.1 school years to seven school months in favor of the IS non-mobile group.

Within the Title I districts, the IS non-mobile group showed a net loss of eight school months, whereas the elementary mobile group showed a net loss of two school months over the period of study. Within the non-Title I districts, the IS non-mobile group showed a net loss of six school months, whereas the elementary mobile group showed a loss of two school months over the period of study.

Within the Title I districts, a higher percentage of sixth grade pupils-mobile and non-mobile-who remained in their elementary schools were reading at or above grade norm when compared with their sixth grade counterparts who attended intermediate schools. There was a 9.0% difference in favor of the elementary non-mobile group over the IS non-mobile group, with the former showing a percentage gain of 1.5% and the latter showing a percentage loss of 11.1% over the period of study.

There was a 4.3% difference in favor of the elementary mobile group over the IS mobile group with former showing a percentage gain of 2.9% and the latter showing a percentage loss of 7.1% over the period of study.

Within the non-Title I districts, a slightly higher percentage of sixth grade pupils-mobile and non-mobile-who attended intermediate schools were reading at or above grade norm when compared with their sixth grade counterparts who remained in their elementary schools. Among the non-mobile and mobile pupils the IS group showed a greater percentage loss than the elementary group over the period of study.

APPENDIX

Comparison of Grade Norms and Mean Grade Scores on Total Reading Achievement between Non-Mobile Sixth Grade Title I Pupils in Elementary and Intermediate Schools.

		Initial Test - 5th Grade April 1973			Final Test - 6th Grade April 1974			
District	Level	Mean	Norm	Mean-Norm Diff.	Mean	Norm	Mean-Norm Diff.	Net Change
A	Elem	4.8	5.7	-.9	5.5	6.7	-1.2	-.3
	IS	4.9	5.7	-.8	5.1	6.7	-1.6	-.8
C	Elem	5.2	5.7	-.5	5.9	6.7	-.8	-.3
	IS	5.1	5.7	-.6	5.3	6.7	-1.4	-.8
D	Elem	5.0	5.7	-.7	5.9	6.7	-.8	-.1
	IS	5.6	5.7	-.1	5.3	6.7	-1.4	-1.3
E	Elem	5.3	5.7	-.4	6.1	6.7	-.6	-.2
	IS	5.2	5.7	-.5	5.7	6.7	-1.0	-.5
F(Tle I)	Elem	5.3	5.7	-.4	6.4	6.7	-.3	+.1
J(Tle I)	IS	5.3	5.7	-.4	5.6	6.7	-1.1	-.7
Total	Elem	5.1	5.7	-.6	6.1	6.7	-.6	.0
	IS	5.2	5.7	-.5	5.4	6.7	-1.3	-.8

Comparison of Grade Norms and Mean Grade Scores on Total Reading Achievement between Mobile Sixth Grade Title I Pupils in Elementary and Intermediate Schools.

		Initial Test - 5th Grade April 1973			Final Test - 6th Grade April 1974			
District	Level	Mean	Norm	Mean-Norm Diff.	Mean	Norm	Mean-Norm Diff.	Net Change
A	Elem	3.9	5.7	-1.8	4.3	6.7	-2.4	-.6
	IS	4.2	5.7	-1.5	4.3	6.7	-2.4	-.9
C	Elem	4.4	5.7	-1.3	5.3	6.7	-1.4	-.1
	IS	4.4	5.7	-1.3	4.6	6.7	-2.1	-.8
D	Elem	4.4	5.7	-1.3	5.3	6.7	-1.4	-.1
	IS	5.1	5.7	-.6	4.7	6.7	-2.0	-1.4
E	Elem	4.6	5.7	-1.1	5.5	6.7	-1.2	-.1
	IS	4.6	5.7	-1.1	5.2	6.7	-1.5	-.4
F(Tle I)	Elem	4.5	5.7	-1.2	5.5	6.7	-1.2	-.0
J(Tle I)	IS	4.9	5.7	-.8	5.0	6.7	-1.7	-.9
Total	Elem	4.4	5.7	-1.3	5.2	6.7	-1.5	-.2
	IS	4.7	5.7	-1.0	4.9	6.7	-1.8	-.8

Comparison of Grade Norms and Mean Grade Scores On Total Reading Achievement between Non-Mobile Sixth Grade Non-Title I Pupils in Elementary and Intermediate Schools.

		Initial Test - 5th Grade April 1973			Final Test - 6th Grade April 1974			
District	Level	Mean	Norm	Mean-Norm Diff.	Mean	Norm	Mean-Norm Diff.	Net Change
G	Elem	5.5	5.7	-.2	6.8	6.7	+.1	+.3
	IS	6.0	5.7	+.3	6.4	6.7	-.3	-.6
H	Elem	6.1	5.7	+.4	7.0	6.7	+.3	-.1
	IS	6.5	5.7	+.8	6.9	6.7	+.2	-.6
I	Elem	6.5	5.7	+.8	7.2	6.7	+.5	-.3
	IS	6.7	5.7	+1.0	7.1	6.7	+.4	-.6
Total	Elem	6.1	5.7	+.4	7.0	6.7	+.3	-.1
	IS	6.4	5.7	+.7	6.8	6.7	+.1	-.6

Comparison of Grade Norms and Mean Grade Scores on Total Reading Achievement between Mobile Sixth Grade Non-Title I Pupils in Elementary and Intermediate Schools.

		Initial Test - 5th Grade April 1973			Final Test - 6th Grade April 1974			
District	Level	Mean	Norm	Mean-Norm Diff.	Mean	Norm	Mean-Norm Diff.	Net Change
G	Elem	5.2	5.7	-.5	5.9	6.7	-.8	-.3
	IS	5.3	5.7	-.4	5.6	6.7	-1.1	-.7
H	Elem	5.2	5.7	-.5	6.1	6.7	-.6	-.1
	IS	4.1	5.7	-1.6	4.5	6.7	-2.2	-.6
I	Elem	5.7	5.7	.0	6.3	6.7	-.4	-.4
	IS	6.2	5.7	+.5	6.7	6.7	.0	-.5
Total	Elem	5.3	5.7	-.4	6.1	6.7	-.6	-.2
	IS	5.4	5.7	-.3	5.8	6.7	-.9	-.6

Percentage Comparison of Non-Mobile and Mobile Pupils in Elementary and Intermediate Schools Within Title I Districts Achieving At or Above Grade Norm on the Metropolitan Total Reading Test - April 1973 and April 1974

District	Level	Non-Mobile					Mobile				
		Fifth Grade		Sixth Grade		% Chg.	Fifth Grade		Sixth Grade		%Chg.
		%	%Diff.	%	%Diff.		%	%Diff	%	%Diff.	
A	Elem	28.2		23.8		-4.4	6.8		6.3		-.5
			1.6		2.9			-2.2		1.8	
	IS	26.6		20.9		-5.7	9.0		4.5		-4.5
C	Elem	34.6		35.0		+.4	16.5		22.3		+5.8
			2.3		17.8			1.3		11.5	
	IS	32.3		17.2		-15.1	15.2		10.8		-4.4
D	Elem	29.0		33.8		+4.8	16.8		20.0		+3.2
			-17.9		7.4			-13.9		7.0	
	IS	46.9		26.4		-20.5	30.7		13.0		-17.7
E	Elem	36.3		35.7		-.6	20.5		21.2		+.7
			3.4		8.3			-1.0		3.1	
	IS	32.9		27.4		-5.5	21.5		18.1		-3.4
F	Elem	33.6		44.3		+10.7	19.2		24.8		+5.6
			-2.9		17.3			-5.1		8.6	
J	IS	36.5		27.0		-9.5	24.3		16.2		-8.1
Total	Elem	31.7		33.2		+1.5	15.8		18.7		+2.9
			-3.6		9.0			-5.7		4.3	
	IS	35.3		24.2		-11.1	21.5		14.4		-7.1

Percentage Comparison of Non-Mobile and Mobile Pupils in Elementary and Intermediate Schools Within Non-Title I Districts Achieving At or Above Grade Norm on the Metropolitan Total Reading Test - April 1973 and April 1974.

		Non-Mobile					Mobile				
istrict	Level	Fifth Grade %	%Diff.	Sixth Grade %	%Diff.	% Chg.	Fifth Grade %	%Diff.	Sixth Grade %	%Diff.	%Chg.
	Elem	56.0	-1.0	54.6	6.9	-1.4	37.0	-3.2	34.4	1.1	-2.6
	IS	57.0		47.7		-9.3	40.2		33.3		-6.9
	Elem	57.1	-6.7	47.1	-9.3	-10.0	36.6	25.3	35.8	19.8	-.8
	IS	63.8		56.4		-7.4	11.3		16.0		+4.7
	Elem	69.0	-3.8	71.9	6.9	+2.9	47.1	-15.1	44.4	-12.6	-2.7
	IS	72.8		65.0		-7.8	62.2		57.0		-5.2
otal	Elem	60.9	-4.8	57.0	-.4	-3.9	40.0	-4.0	37.9	-2.4	-2.1
	IS	65.7		57.4		-8.3	44.0		40.3		-3.7